

Accessibility and Course Materials

While the AODA Integrated Accessibility Standards only requires institutions to provide accessible text-based and multimedia course materials upon request by a student with a disability, *all instructors should nevertheless ensure that these materials meet a minimum level of accessibility*. This is because the AODA also gives students with disabilities the right to course materials of equivalent quality to other students enrolled in a course and the right to receive them a similar timeframe. In order to accomplish this, instructors must work beforehand to identify and reduce potential accessibility barriers in their course materials. Addressing these barriers proactively means that instructors will be better able to create fully accessible course materials in a timely manner once a request to do so is received.

Minimum Accessibility Preparedness for Course Materials:

- New documents and presentation slides created by the instructor are accessible (e.g., include alt-text for images, use high print/background contrast, nested headings created using the Styles menu, and inherently meaningful hyperlink text. For more information, see the [Accessibility Resources](https://www.uoguelph.ca/diversity-humanrights/accessibility/accessibility-resources) on the University of Guelph Diversity and Human Rights website. (<https://www.uoguelph.ca/diversity-humanrights/accessibility/accessibility-resources>)
- No flat (i.e., image-only) PDFs posted on CourseLink. Contact Library Instructor Guide to Course Reserve (<http://www.lib.uoguelph.ca/find/find-type-resource/course-reserves-ares/instructor-guidecourse-reserve>) for help in creating PDF documents that are both accessible and copyright-compliant.
- No hand-written resources are posted on CourseLink unless accompanied by a text transcription.
- Copies of handouts and lecture slides can be provided in electronic formats.
- Online exercises and Web resources accompanying textbooks are accessible or are treated as supplementary (ask publishers' representatives about the accessibility of these online resources and emphasize that this is an important consideration when choosing a textbook).
- Captioned or subtitled videos and transcribed audio is used where possible. (Review your audio and video content for accessibility. If a video lacks captioning, check to see if a captioned version exists or look for an equivalent video that contains captions. Check your videos for visual information that is not provided in the audio track (e.g., foreign language translation subtitles). These videos may need video description or need to be accompanied by a descriptive transcript. For more information, [contact Library Accessibility Services](mailto:las@uoguelph.ca) <las@uoguelph.ca>.

Fully Accessible Course Materials*

- All instructor-created documents, handouts and presentation slides are accessible.
- All articles posted to CourseLink have been checked for accessibility.
- Alternative Text can be a useful tool to describe images for students that may have a visual impairment. Alternative text can be added to images in Microsoft Word & PowerPoint as well as to images within files created in CourseLink.
- Instructors are prepared to share presentation slides and handouts in advance of the lecture for which they are required.
- All course video is captioned, described or accompanied by a descriptive transcript as required; all audio resources are accompanied by a text transcript.

- Online exercises and Web resources accompanying textbooks are accessible.
- Any software that is used in a course is screen reader-accessible, or an accessible alternative has been identified and provided.

*Please note that, depending upon the student's needs, not all these requirements may need to be implemented.